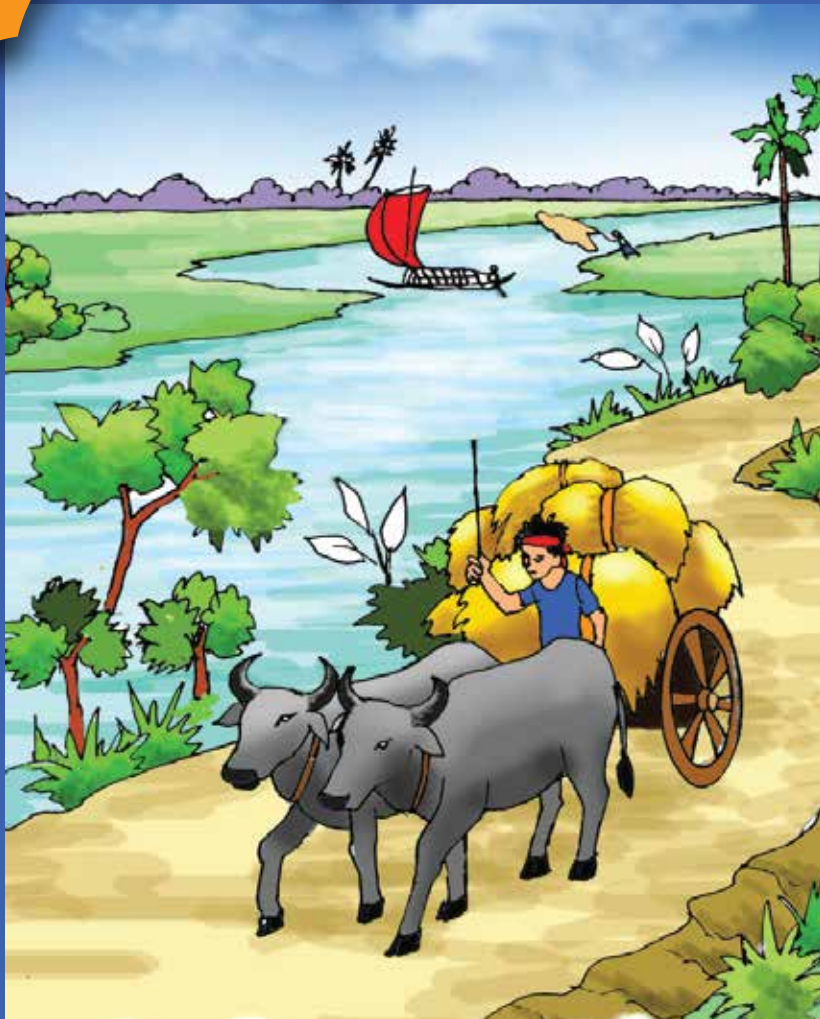
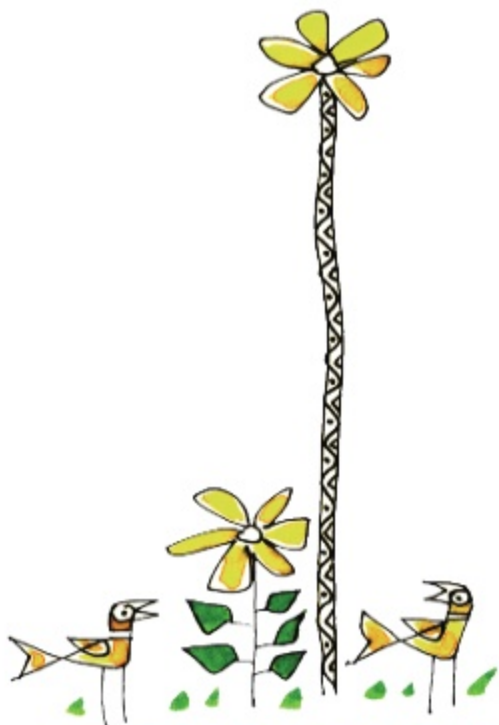
English For Today

Ibtedaie Class Five

National Curriculum and Textbook Board, Bangladesh

Prescribed by the National Curriculum and Textbook Board, Bangladesh
as a textbook for class five from the academic year 2013

Revised for the year 2025

National Curriculum and Textbook Board, Bangladesh

Preface

Ibtedaie level constructs the foundation of Madrasah education. A well-defined targets and properly planned primary education provide strengths to the entire education system. Keeping this in mind, the primary level has been given supreme importance in the Education Policy 2010. Increasing the span and inclusiveness of the primary level, as the developed countries of the world, have been emphasised. Special attention has been given to ensure that no child's access to education is hindered by social and economic status, religion, ethnicity, or gender identity.

The National Curriculum and Textbook Board (NCTB) has implemented an integrated curriculum to update primary education. While this curriculum trails the pedagogy and the curriculum of developed countries, it also adopts traditional teaching-learning values of Bangladesh at the same time. This has enabled the education to be more life-oriented and productive. In the context of globalisation, the mental health of the children has also been specially considered in this curriculum.

Textbook is the most important component of curriculum implementation. NCTB has always borne that in mind while designing textbooks for all levels and classes including primary level. Curriculum goals and objectives have been prioritised in the writing and editing of each book. A keen eye has been kept on the diverse curiosity and capacity of the child's mind. Special importance has been given in designing the curriculum and textbooks to make teaching-learning interactive and enjoyable. It is hoped that each book will help in the balanced psycho-physical development of children through educational activities. It will support in acquiring the required skills, adaptability, patriotism and moral values at the same time.

There has been a growing need of English language proficiency in the rapidly changing, technology-driven world of the 21st century. With a view to addressing the need, the new revised textbook aims at enabling the learners to perform their day-to-day activities in any English-speaking context. As such, the textbook has been designed to facilitate their effective communication through four basic language skills, proper pronunciation, and integration of both local and global cultures, inclusiveness and skills like critical thinking, problem solving and creativity.

Special thanks to the specialists and teachers who worked intensively in writing, editing and revising the textbook. Thanks to those also who have made the textbook attractive to children through its design and illustration. This textbook, written under the curriculum 2012, has been revised to address the need in the changed context of 2024. Due to time constraints, some errors may still exist. Any constructive advice and guidance from the audience will be considered with due importance.

At the end, I wish every success of the learners for whom the book has been produced.

October 2024

Professor Dr. A K M Reazul Hassan
Chairman
National Curriculum & Textbook Board, Bangladesh

নির্দেশনা

আমাদের শিক্ষাব্যবস্থায় ইবতেদায়ি স্তর থেকেই মাদ্রাসায় ইংরেজি শেখানো বাধ্যতামূলক করা হয়েছে, যেন ছোটবেলা থেকেই শিক্ষার্থীরা শ্রেণিকক্ষে ইংরেজি ভাষা ব্যবহার করে এই ভাষার চারটি দক্ষতা অর্জন করতে পারে, অর্থাৎ শিক্ষার্থীরা ইংরেজি শুনে বুঝতে পারে এবং ইংরেজি বলতে, পড়তে ও লিখতে পারে। এর ফলে শিক্ষার্থীরা ভবিষ্যতে বিশ্বায়নের এই যুগে বিভিন্ন পরিস্থিতিতে সহজ ও স্বাভাবিকভাবে ইংরেজি ভাষা ব্যবহার করে অপরের সঙ্গে ভাব বিনিময় করতে সক্ষম হবে।

আমাদের মনে রাখতে হবে, শিক্ষার্থীরা সে ভাষাই আয়ত্ত করতে সক্ষম হবে, যে ভাষা তারা সব সময় তাদের চারপাশে শোনে। তাই ইংরেজি ভাষা শিখতে হলে একজন শিক্ষার্থীর জন্য প্রচুর ইংরেজি শোনা আবশ্যক। একজন শিক্ষকই পারেন শ্রেণিকক্ষে শিক্ষার্থীদের এই সুযোগ করে দিতে।

শিক্ষক প্রতিদিনের প্রয়োজনীয় কিছু ইংরেজি কথাবার্তা যেমন–greetings, farewells, commands, instructions ইত্যাদি শ্রেণিকক্ষে নিয়মিত ব্যবহার করবেন এবং তার মাধ্যমে শিক্ষার্থীদের সেই সব ইংরেজি শোনা ও বলার সুযোগ করে দেবেন।

পাঠ্যপুস্তকের ছড়া, কবিতা, গল্প, কথোপকথন ইত্যাদি বেশির ভাগ বিষয়বস্তুই শিক্ষক প্রথমে জোরে জোরে স্পষ্ট ও শুদ্ধ উচ্চারণে এবং কণ্ঠস্বরের সঠিক ওঠানামা (Intonation) ব্যবহার করে পড়ে শোনাবেন। শিক্ষার্থীরা তা অনুসরণ করে বলার মাধ্যমে উল্লিখিত বিষয়গুলো আয়ত্ত করতে পারবে।

English For Today পাঠ্যপুস্তকের পাঠভিত্তিক শিখন-শেখানো কার্যাবলি শ্রেণিকক্ষে কার্যকর করার সময় শিক্ষার্থীরা যেন পরস্পর বিভিন্নভাবে interact করতে পারে, শিক্ষক তা অবশ্যই নিশ্চিত করবেন। এই উদ্দেশ্যে শিক্ষক-শিক্ষার্থীদের দিয়ে pairwork, groupwork, chain drill, role play ইত্যাদি করাবেন।

অনেক সময় শিক্ষকের মনে প্রশ্ন জাগে যে ক্লাসে কতখানি বাংলা ব্যবহার করা যাবে। শিক্ষকদের মনে রাখা প্রয়োজন, তিনি শ্রেণিকক্ষে যতবেশি ইংরেজি বলবেন, শিক্ষার্থীরা ততবেশি ইংরেজি শুনবে ও তা আয়ত্ত করতে সক্ষম হবে। তবে অনেক সময় দেখা যায়, শিক্ষকের ইংরেজিতে বলা নির্দেশনা শিক্ষার্থীরা বুঝতে পারছে না। তখন শিক্ষক একবার বাংলায় পরিষ্কারভাবে বুঝিয়ে দেবেন এবং সঙ্গে সঙ্গে একই নির্দেশনা অবশ্যই ইংরেজিতে পুনরাবৃত্তি করবেন। এর ফলে বাংলায় যা বলা হলো তা ইংরেজিতে যে ওইভাবে বলা যায়, শিক্ষার্থীরা নিজের অজান্তেই বুঝতে শিখবে।

Contents

A. Read and say.

Sima: Hello! May I introduce myself? I'm Sima.
Jessica: Hi! I'm Jessica.
Sima: Where are you going, Jessica?
Jessica: I'm going to Chattogram. I'm on holiday with my father.
Sima: Really? Where are you from?
Jessica: I'm from the United Kingdom. Are you from Dhaka?
Sima: No, I'm from Sylhet. That's where we're going. Our train is leaving in 10 minutes.
Jessica: Have a good journey.
Sima: Thank you. Nice meeting you, Jessica. Have fun in Chattogram.
Jessica: Thanks. Nice meeting you, too, Sima.

B. Pairwork. Ask and answer the questions.

1 Where is Jessica going?
2 Why is Jessica going there?
3 Where is Jessica from?
4 Is Sima from Dhaka?
5 Where is Sima going?
6 When is Sima's train leaving?
7 Where are Sima and Jessica?

Language Focus

C. Useful expressions

At the beginning of a conversation	May I introduce myself? I'm...
At the end of a conversation	Nice meeting you. See you. See you later.

D. Pairwork. Introduce yourself. Use the useful expressions.

E. Read and say.

Sima and Tamal are in the Town Hall Language Club. They come to the club to practise speaking English. They listen to CDs and watch DVDs in English, or speak English with friends. Today there is a new person in the club. He is a young man. He is reading a book about Bangladesh.

Sima: Look, Tamal! Who's that gentleman? Do you know him?
Tamal: Yes. That's Andy Smith. He's working with an NGO here. I met him yesterday at the bookshop.
Sima: Maybe we can practise our English with him.
Tamal: Good idea. I'll introduce you to him. Come with me.

F. Pairwork. Ask and answer the questions.

1 Where are Sima and Tamal?
2 Why do they go there?
3 Who is the new person there?
4 What is he reading?
5 Where did Tamal meet the new person?
6 Why does Sima want to meet the new person?

Academic year-2025

G. Read and say.

Tamal:	Hello, Andy!
Andy:	Hi, Tamal! How are you?
Tamal:	Fine, thanks. Andy, meet my friend, Sima Zaman. And Sima, this is Andy. Andy Smith.
Sima:	Hello, Mr. Smith.
Andy:	Hello! Please call me Andy. And can I call you Sima?
Sima:	Sure!
Andy:	Please, sit down. Let's chat.

Language Focus

H. Useful expressions

Meet my friend / cousin / classmate, etc.

Please call me Andy / Sima, etc.

I. Pairwork. Introduce a friend. Use the useful expressions.

A. Read and say.

Andy: Hello, Tamal! How are you?
Tamal: Hello, Andy! I'm fine, thanks. And you?
Andy: Fine, thanks. Listen. I'm going to the Book Fair. Would you like to come?
Tamal: I'm sorry. I can't right now. I have to take this medicine to my grandmother. But I can meet you in an hour.
Andy: OK. Great! I'll see you at the Book Fair.
Tamal: Right. See you later. Bye!
Andy: See you!

B. Pairwork. Ask and answer the questions.

1 Where is Andy going?
2 Where is Tamal going? Why?
3 When can Tamal meet Andy?
4 How does Andy say goodbye to Tamal?

C. Pairwork. Practise saying the dialogue in Activity A.

D. Read and say.

Andy: Hello, Tamal! How is your grandmother?

Tamal: Hi! She's fine, thanks.

Andy: Come, let me introduce my colleagues. Hi, everybody. This is Tamal. And Tamal, meet Mr. Saha and Mrs. Haider. And this is Ms. Smith. She's a new English teacher here.

Ms. Smith: Hello, Tamal. Nice to meet you.

Tamal: Hello, everybody! Nice meeting you, too.

Language Focus

E. Useful expressions

To say goodbye:	Bye!
	See you later.
	See you!

F. Roleplay. Introduce one friend to another. Then say "goodbye." Use the useful expressions.

Language Focus

G. *Titles with names*

For men, use Mr. with the full name, or just with the last name.

For married women, use Mrs. and add the husband's last name.

For all women, you can also use Ms. (pronounced Miz)
Ms. does not tell you if a woman is married or not.

H. Read and match.

1 What's your full name?
2 How do you spell your first name?
3 What's your last name again?
4 Do you have a nickname?

A Yes, It's Andy.
B Smith.
C Andrew Smith.
D A-N-D-R-E-W

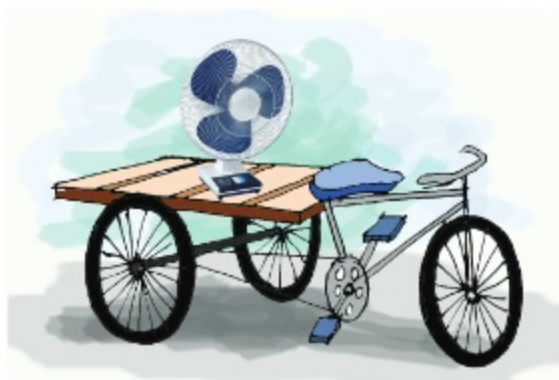
I. Groupwork. Ask and answer the questions in Activity H. Write your friend's information below.

Full name	Nickname
1	
2	
3	
4	

J. Look, listen and say.

f, f, f, f is for fan.

v, v, v, v is for van.

The fan is on the van.

Vine, vine, vine.

Grapes on a vine.

Fine, fine, fine.

I feel fine!

I like grapes from the vine!

K. Circle the pictures that have the sound f. Underline the pictures that have the sound v.

A. Talk about the picture.

B. Listen and read.

Saikat Islam lives with his parents in a flat in Bogura. His father Mr. Rashidul Islam is a banker. But in his free time Mr. Islam writes stories and listens to music. Saikat's mother is Mrs. Monwara Islam. She is a housewife. In her free time she enjoys sewing. She makes dresses. She often gets orders from her friends and neighbours.

Saikat is in Class 5. He is a good student. He wants to improve his English, so he watches cartoons on TV everyday. He also reads English books. He likes books about animals, especially tigers and lions.

C. Pairwork. Ask and answer the questions.

1 What is Saikat's father's name?
2 What is Saikat's mother's name?
3 What do his parents do in their free time?
4 What does Saikat do in his free time?
5 What kind of books does Saikat like?

D. Read and say.

Name	6 p.m.	8 p.m.	9 p.m.	10 p.m.	11 p.m.
Saikat	study	watch TV	eat dinner	help mum	go to bed
Mother	cook	sew	eat dinner	wash dishes	watch TV
Father	read	watch TV	eat dinner	help his wife	write

E. Pairwork. Ask and answer the questions about the table in Activity D.

Examples:

What does Saikat do at 6 o'clock? — *He studies.*

Who sews at 8 o'clock? — *Saikat's mother.*

When does Saikat's father read? — *At 6 o'clock.*

F. Pairwork. Answer the questions. Use the present continuous.

Example: It's 6 o'clock. What is Saikat's mother doing?
At 6 o'clock Saikat's mother is cooking.

1 It's 8 o'clock. What are Saikat and his father doing?
2 It's 11 o'clock. Who is watching TV?
3 It's 10 o'clock. What is Saikat doing?
4 It's 9 o'clock. What are the family doing?

Language Focus

G. Past continuous

We use the past continuous to talk about actions happening at a specific time in the past.

Yesterday at 7 o'clock, I **was walking** to school.

Yesterday at 8 o'clock, my friends and I **were sitting** in our classroom.

H. Look at the table in Activity D. Ask and answer the questions.

1 What was Saikat doing at 6 o'clock yesterday?
2 Who was reading at 6 o'clock yesterday?
3 What were Saikat and his father doing at 8 o'clock yesterday?
4 Who was helping his mother at 10 o'clock yesterday?
5 Who was watching TV at 10 o'clock yesterday?

I. Pairwork. Talk about what you were doing yesterday. Use the past continuous.

Language Focus

J. While with the past continuous

We sometimes use **while** with the past continuous.

Yesterday at 7 o'clock, **I was walking** to school **while** my friends **were riding** in a rickshaw.

Yesterday at 8 o'clock, my friends and I **were sitting** in our classroom **while** Ms. Kona **was teaching**.

K. Look at the table in Activity D. Complete the sentences.

1 Mother was watching TV while Saikat was going to bed.
2 Saikat and his father ______________ while mother was sewing.
3 Father ______________ while mother was watching TV.
4 Father was reading while Saikat ______________.

L. Look, listen and say.

s, s, s, s is for Sue.

z, z, z, z is for zoo.

sh, sh, sh, sh is for shoe.

Sue is at the zoo, but she's got only one shoe!

Silly Sue has lost her shoe! What is she going to do?

M. Look, listen and say.

sz, sz, sz, sz as in treasure.

sz, sz, sz, sz as in measure.

sz, sz, sz, sz as in leisure.

Measure, measure, measure.

Treasure, treasure, treasure.

Measure your treasure in

your leisure.

N. Circle the pictures that have the sound s. Underline the pictures that have the sound sh. Do nothing to the pictures that have the sound z.

A. Read and say.

Tamal: Hi, my friend! Nasreen and I are reporters for the English Club Magazine. Would you mind answering some questions?

Sima: Sure. No problem. It's my pleasure.

Tamal: Could you tell me your name and which class you are in?

Sima: I'm Sima. I'm in Class 5.

Tamal: How do you spend your leisure time, Sima?

Sima: Well, I like to walk in the park. I also like to sing. My cousin lives in the UK. Sometimes, I talk to her and her friends on the internet.

Nasreen: So, talking on the internet keeps you connected.

Sima: That's right.

Tamal: (to Biju) Hello! Can I ask you the same questions?

Biju: My name's Biju and I'm in Class 5, too. I love swimming. It keeps me fit. I also like painting. I'm not very good, but painting makes me happy.

Tamal: What about reading? Do either of you like reading?

Biju: I do. I often read magazines in my free time. I like magazines about sports, especially football and cricket.

Sima: Oh, I like to read, too. I love reading funny stories, especially stories of Nasiruddin Hojja.

B. Pairwork. Ask and answer the questions.

1 Who are the reporters?
2 Which magazine are they reporting for?
3 Who are answering the reporters' questions?
4 What does Sima do in her leisure time?
5 What does Biju do in his leisure time?
6 What kind of magazines does Biju like? Why?
7 What is another way to say leisure time?

C. Complete the sentences.

Example: *My sister reads in her free time.*
It makes her happy.

1 I run in my free time. *It* keeps me fit.

2 I paint in my free time. ____ gives ____ pleasure.

3 I talk to my family in other countries in my free time. ____ keeps ____ connected.

4 I listen to music in my free time. ____ makes ____ happy.

5 My grandmother exercises in her free time. ____ keeps ____ healthy.

6 My father writes poetry in his free time. ____ gives ____ pleasure.

D. Pairwork. Say what you do in your free time and why you do it.

Example: *I sing in my free time. It makes me happy.*

E. Look, listen and say.

fashion

travel

health

business

sports

wildlife

F. Complete the sentences with words from Activity E.

1 A magazine about sports is a sports magazine.

2 A magazine about clothes is a ______________________.

3 A magazine about money and banking is a______________________.

4 A magazine about animals is a ______________________.

5 A magazine about going on holiday or going to other cities or countries is a ______________________.

6 A magazine about keeping fit and healthy is a ______________________.

G. Pairwork. Talk about magazines that you like. If you don't read magazines, talk about the topics you are interested in.

Examples: I like sports magazines.
I love cricket and kabadi!

Language Focus

H. Making requests

We make requests with Would you / Could you...?
We respond with Sure / Of course ... or Sorry, I can't.
If we say **no** to a request, it is polite to give a reason.

I. Pairwork. Make requests and respond to them.

Example: **A:** Could you lend me your book?
B: **Sure.** **OR** Sorry, I can't. It's at home.

1 You want someone to open the door.
2 You want someone to close the window.
3 You want someone to answer a question.
4 You want someone to tell you a story.
5 You want someone to give you their phone number.

J. Look, listen and say.

th, th, th,
th as in three.

Number three is above the trees.

Think, think, think,
Three and thirty-three.

A. Read and say.

CALENDAR 2025

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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23	24	25	26	27	28	29
30	31					

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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27	28	29	30			

May

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				1	2	3
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25	26	27	28	29	30	31

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
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29	30					

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30	31		

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

There are 60 seconds in a minute.
There are 60 minutes in an hour.
There are 24 hours in a day.
There are 7 days in a week.
There are 12 months in a year.
There are 365 days in a year.
There are 366 days in a Leap Year.

B. Pairwork. Say the days of the week.

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C. Listen, read and say.

D. Listen, read and say.

January, February, March,
April, May, June,
July, August, September,
October, November, December.
These are the twelve months of the year.
Now sing them together so we can all hear.
How many months are there in a year?
There are twelve months in a year!
We know them all!
Let's give a cheer!

E. Pairwork. Ask and answer the questions. Then make your own questions about the months.

1 What month is it now?
2 What is the first month of the year?
3 What is the last month of the year?
4 What month is after May?
5 What month is before October?

F. Look, read and say. Complete the sentences from the calendar.

January 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

The calendar shows the month of ______________ . The first day of the year 2025 is a ______________ . The first Thursday of the month is ______________ . There are five Wednesdays, Thursdays and ______________ in the month. But there are four Sundays, Mondays, Tuesdays and ______________ in this month.

G. Pairwork. Look at the calendar. Ask and answer the questions.

1 What day is the 10th of January?
2 What is the date of the first Saturday of the month?
3 What day is the 20th of January?
4 What is the date of the last Friday of the month?
5 How many weekends are there in the month?

H. Pairwork. Ask and answer the questions.

1 What day is it today? What is today's date?
2 What day was it yesterday? What was yesterday's date?
3 What day is it tomorrow? What is tomorrow's date?

Language Focus

I. Stressed syllables

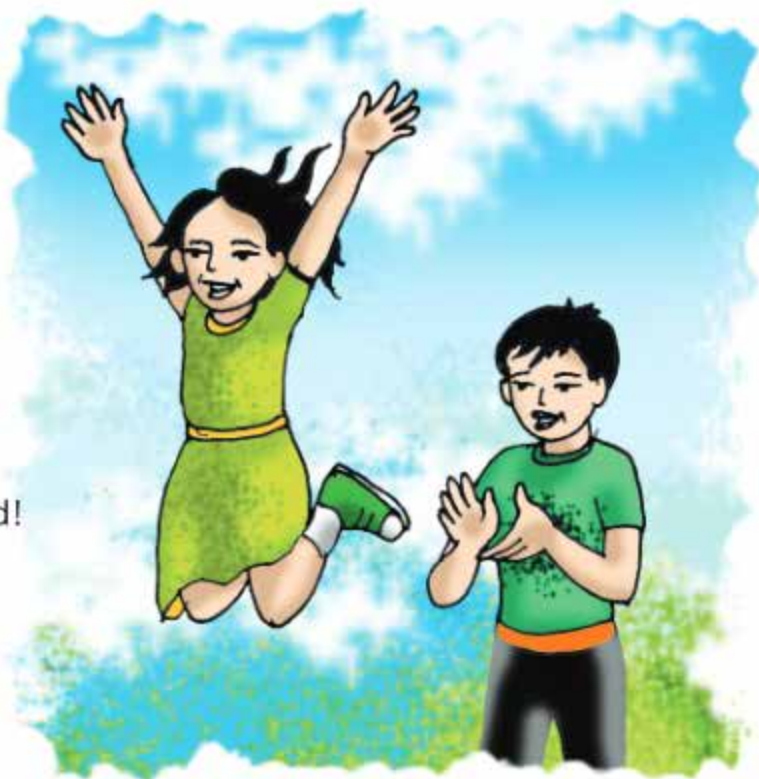
English has its rhythm. Clap your hands when you say the stressed syllables.

pen		hen		cat		hat
a pen		a hen		a cat		a hat
a pen	and	a hen	and	a cat	and	a hat

J. Look, listen and say.

Jump! Clap!
Bend your knees!
Go forward!
Go back!
Do it again, please!

Jump! Clap!
Nod your head!
Turn left!
Turn right!
Touch something red!

Jump! Clap!
Sit on the floor!
Arms up!
Arms down!
Open the door!

K. Say the rhyme in Activity J again. Clap when you say the stressed words or parts of words.

A. Look, listen and say.

oranges

ice-cream

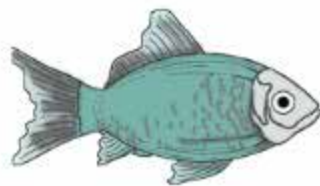
egg

chips

carrots

papaya

milk

fries

fish

lettuce

chocolate

rice

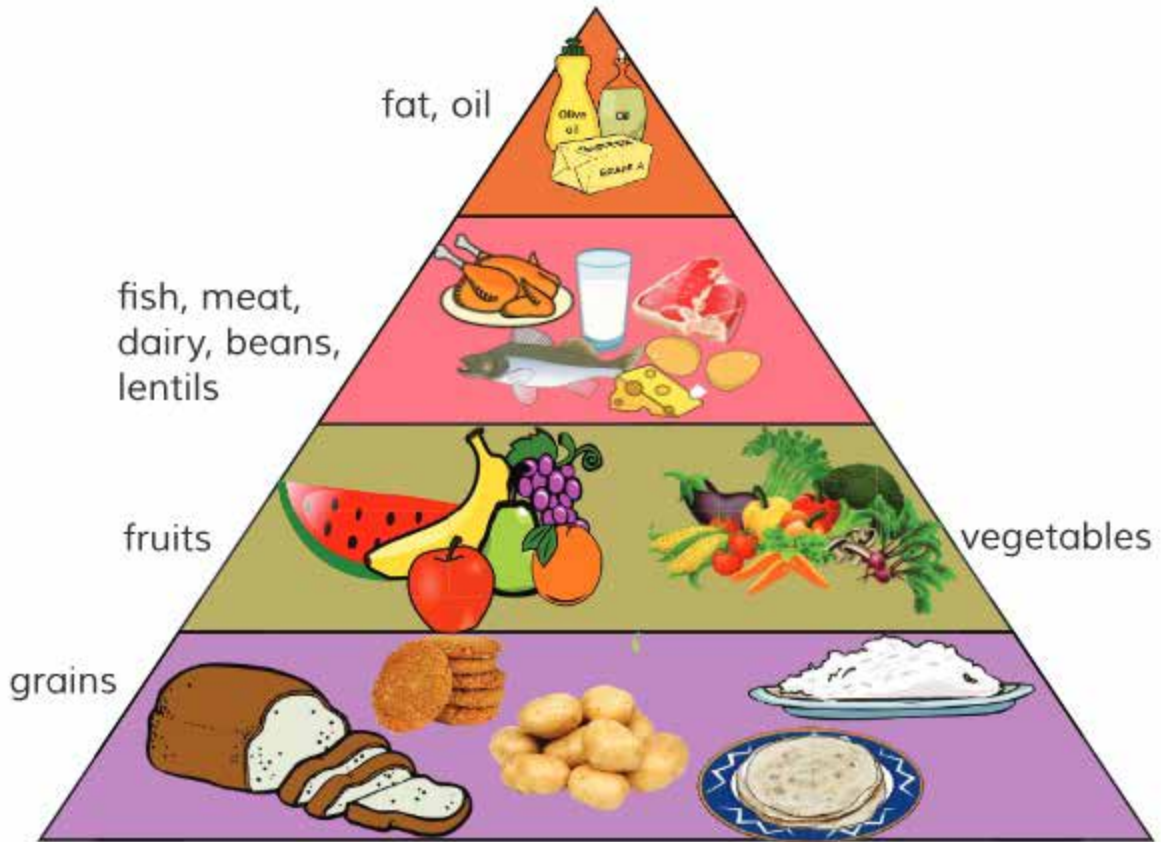
B. Underline the foods you like. Circle the foods you think are healthy.

C. Pairwork. Talk about your responses to Activity B.

D. Look, read and say.

fat, oil

fish, meat, dairy, beans, lentils

fruits

vegetables

grains

The Food Pyramid

E. Copy the headings in your exercise book. Write the name of foods from Activity A in the correct list. Add two items of your own to each list.

F. Listen and read.

What food is good food?
Sometimes the food we like to eat isn't the healthiest food for us. The Food Pyramid helps us to understand the different food groups, and it tells us how much of each food group we should eat.

Look at the picture of the Food Pyramid. We eat more of the foods at the bottom of the pyramid. What foods do you see at the bottom? These are things made from grain, for example, rice, ruti and bread. Potatoes are not grains, but they are similar. Grains give us energy.

Fruit and vegetables are in the next level of the pyramid. These are also very important for us. They have vitamins. They help our eyes and our health.

On the next level, there are fish, meat, dairy products, beans and lentils. Meat, fish, eggs and chicken have protein. Beans and lentils do, too!

Dairy products are things like milk, curd and sweets. They help our teeth and bones. Protein and dairy make us strong.

Fat and oil are at the top of the Food Pyramid. These make food delicious, but our body does not need very much of them.

Sometimes we can't get food from all the different food groups. But when we have choices about food, we need to make good choices.

G. Read again. Write **T for True or F for False.**

1. There are four levels in the Food Pyramid. _____
2. The bottom level of the Pyramid has food from protein and dairy. _____
3. Foods made of grain give us energy. _____
4. Eggs help our eyes. _____
5. Milk helps to make us strong. _____
6. Our bodies need a lot of fat and oil. _____

H. Correct the False sentences. Rewrite them in your exercise book.

I. Groupwork. Find the mistakes in the Food Pyramid below.

J. Look at the shape of the Food Pyramid. How does it tell us how much of each food group we should eat?

A. Look, listen and say. Read.

Sima: What are you doing, Nasreen?

Nasreen: I'm putting some chocolate on my ice-cream. Ice-cream is delicious with chocolate.

Sima: Well, it looks good, but you shouldn't eat a lot of chocolate or ice-cream.

Nasreen: Of course! I don't eat them regularly.

Sima: What kind of food do you eat regularly?

Nasreen: Oh, fruits and vegetables. I love pineapples and bananas. They are my favourites. I eat cucumbers and lettuce a lot, too.

Sima: I eat fruits and vegetables everyday. Carrots and tomatoes are my favourites, but I also like strawberries and bananas.

Nasreen: Would you like to try some of my ice-cream with chocolate? We should eat it quickly. It will melt soon in this hot weather.

Sima: OK! Thanks.

B. Underline the foods in the dialogue in Activity A.

C. Pairwork. Ask and answer the questions about Activity A.

1 What is Nasreen putting chocolate on?
2 Why doesn't Nasreen eat chocolate regularly?
3 What does Nasreen say about ice-cream with chocolate?
4 What are Nasreen's favourite foods? Are these healthy foods?
5 What are Sima's favourite foods? Are these healthy foods?

D. Write a short composition about a healthy meal you ate. Use the following words:

vegetables	lentils	fruit	healthy	dairy	unhealthy	oil

Language Focus

E. Adverbs

Adverbs say how an action is done. The adverb usually comes after the verb.
Tamal is talking **quietly** to Biju.

F. Read the dialogue in Activity A again. Underline the adverbs carefully.

G. Groupwork. Choose an action from Row 1 and an adverb from Row 2. Mime the action in that way.

1:	run	write	sing	draw
2:	quickly	slowly	loudly	quietly

Language Focus

H. Should and shouldn't

We use **should** and **shouldn't** to give advice.
You **shouldn't eat** a lot of sweets. You **shouldn't eat** them regularly.
You **should eat** a lot of fruits and vegetables. You **should eat** them regularly.

I. Make sentences. Use a word or words from each column.

1	2	3	4
You should	eat	the road	politely.
	cross	your teacher	carefully.
	answer	in class	regularly.
You shouldn't	talk	your homework	loudly.
	do	vegetables	carelessly.

Language Focus

J. Stressed syllables

Clap your hands when you say the stressed syllables.

fish		dish		frog		dog
a fish		a dish		a frog		a dog
a fish	on	a dish	and	a frog	with	a dog

K. Look, listen and say.

3, 6, 9
Are you fine?
Clap with me.
We'll have a good time.

6, 8, 10
Clap again.
Let's have some fun,
With our friends.

L. Say the rhyme in Activity K again. Clap when you say the stressed syllables.

A. Listen and read.

Sima is at home today. She didn't go to school because she is ill. She has a cough and a sore throat. She also feels very warm because she has a fever. She has the flu. The doctor visited Sima last night. She needs some medicine. He also told her what to do in order to get well soon.

The doctor's advice

Eat food that gives your body energy. Try to eat, even if you aren't hungry. You need to be strong.

Rest! Stay at home. Don't go to school or work.

Drink a lot of water or juice. They are better than soft drinks.

Are you coughing or sneezing? Cover your mouth and nose! Use a tissue, not your hand!

Wash your hands regularly.

Use your own plate, glass and cup. Other people can catch your illness from these things.

B. Read again. Write **T for True or F for False.**

1 Sima didn't go to school because she wanted to stay at home. ______

2 Sima feels fine, but she has a sore throat. ______

3 Sima is warm because she has a fever. ______

4 Sima should eat, even if she doesn't feel hungry. ______

5 Sima should try to go to school. ______

6 Sima and her brother should use the same cup and glass. ______

C. Correct the False sentences. Write them in your exercise book.

D. Read the text again. Complete the sentences.

1 Sima didn't go to school because....
a. she went to the doctor's office.
b. she has the flu.
c. she is hungry.
d. she is on holiday.

2 The doctor told Sima to......
a. use her own plate and cup.
b. cough into her hand.
c. go to school.
d. wash her face regularly.

E. Pairwork. Read the doctor's advice again. Say the advice.
Use ***should or shouldn't***.

Example: Eat food that gives your body energy.

You should eat food that gives your body energy.

F. Look and read.

runny nose

headache

stomach ache

chills

G. Read Sima's letter to her friend Jessica.

102, Khadimnagar
Katwail, Sylhet
Bangladesh

12th March, 2025

Dear Jessica,

How are you? How was your trip back to London? I'm at home today. I have the flu. It's awful! I'm coughing a lot, and I have a runny nose. I'm using a lot of tissues! I also have a bad headache. I can't eat very much because I have a stomach ache, but my doctor says I should eat. I also have a fever. Sometimes I'm very warm. Then, I get cold and have chills. It's very strange.

I want to go to school again soon. My friends can't visit me here because they can get ill easily. I hope you are fine! Write to me soon.

Your friend,
Sima

H. Find the following parts of the letter in Activity G.

heading, greeting, body, closing, signature

I. Pairwork. Answer the questions about the letter in Activity G.

1 Why is Sima using a lot of tissues?
2 Why can't Sima eat very much?
3 Does Sima's doctor want her to eat?
4 Why can't Sima's friends visit her?

J. Write Jessica's reply to Sima. Include the parts of the letter listed in Activity H. Use the following cues to write your letter.

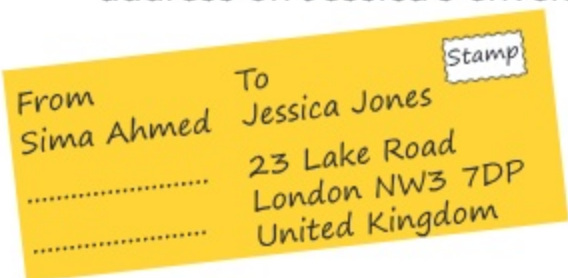
- Write your school address.
- In the first paragraph, suggest something that Sima can do to get better.
- In the second paragraph, tell her about something happening at your school.
- End the letter by telling Sima that you hope she gets better soon.
- Sign your letter.

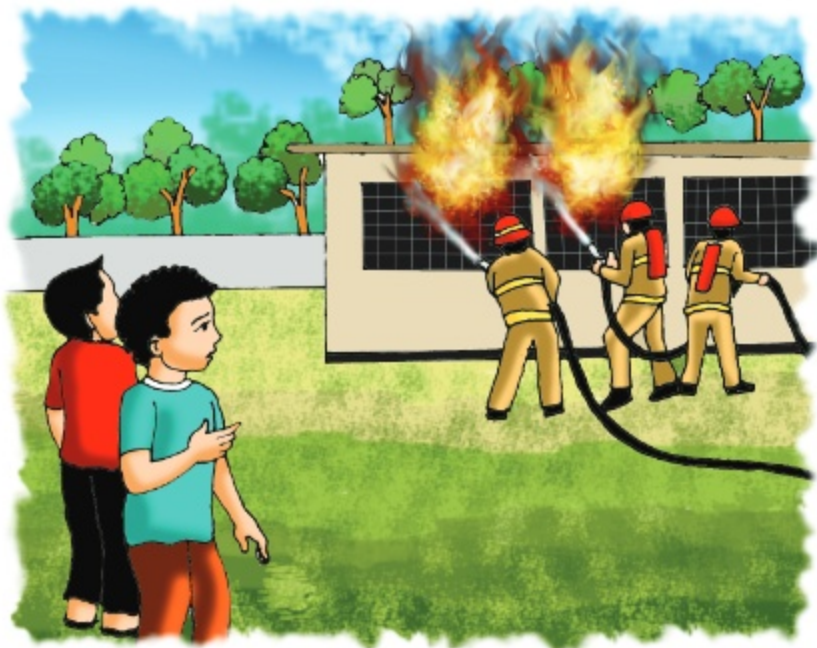
K. Look at the envelope for Sima's letter to Jessica. Write the address on Jessica's envelope.

From
Sima Ahmed
....
....

To
Jessica Jones
23 Lake Road
London NW3 7DP
United Kingdom

Stamp

Stamp

A. Listen and read.

A long time ago, when Raju was in Class 5, there was a fire in his school. Everyone was very afraid, but no one panicked. The teachers helped the students to leave the building quietly and safely. Soon the firefighters came and put out the fire. Raju watched the firefighters from the school yard. He thought about the fire and the firefighters for a long time. After college, Raju joined a volunteer fire department. As a volunteer, he didn't get any money for his work. But Raju didn't mind.

Now Raju is a full-time firefighter. It is his job, so he earns money for it. Most of the time his work is putting out fires, but he also teaches new firefighters about safety. He likes teaching very much. In his free time, Raju visits schools. He talks to students about fire safety. He tells them what to do if there is a fire. They shouldn't panic. They should listen to their teachers and leave the building quietly.

B. Read again. Write **T for True or F for False.**

1. There was a fire at Raju's school when he was in Class 5. ________
2. The teachers left the students in the building during the fire. ________
3. Raju didn't see the firefighters put out the fire at his school. ________
4. Raju always earns money for being a firefighter. ________
5. Raju also likes teaching. ________
6. Talking to students is part of Raju's job. ________

C. Correct the False sentences. Write them in your exercise book.

D. Groupwork. Why do you think Raju became a firefighter?

Language Focus

E. Occupation nouns from verbs

Sometimes we can add **–er** or **–or** to a verb to make a noun.
This noun is the occupation related to the verb.

She sings.

She is a singer.

F. Pairwork. Write the questions or answers in your exercise book. Ask and answer the questions.

Examples:

What does a dressmaker do? A dressmaker makes dresses.

He/She sells fruit. What does a fruit seller do?

1 What does a film actor do?
2 What does a bus driver do?
3 She writes stories or poems.
4 He grows crops.
5 He bakes bread.

G. Groupwork. Write the other occupations you know in your exercise book.

H. Write a composition about someone you know by answering the following questions.

1 What is the person's name?
2 What does he/she do?
3 Where does he/she work?
4 What time does he/she start work?
5 Does he/she like his/her job? Why or why not?
6 What do you think about his/her job?

Language Focus

I. *Capital letter, full stop (.) and question mark (?)*

We use capital letters...

- at the beginning of every sentence.
- for names of people, places, days and months.

We use a full stop at the end of a sentence that...

- tells something.
- gives a command.
- makes a statement.

We use a question mark at the end of a sentence that...

- asks for information.

J. Correct the sentences. Rewrite them correctly using cursive handwriting.

T S
~~t~~his is ~~s~~hammi. *This is Shammi.*

1 who is your favourite film actor
2 what is your favourite colour
3 today is monday
4 would you lend me a pencil
5 i get up at 10 o'clock on fridays
6 we don't have school in july

K. Pairwork. Read the composition that your partner wrote in Activity H. Check for correct use of capital letters and full stops.

A. Read about Mamun's home district.

My home district is Kishoreganj. It is about 145 kilometres from Dhaka. It is a district headquarters. The district has 8 municipalities, 13 upazilas, 108 unions and 1745 villages. The name Kishoreganj comes from the name of an old landlord known as Brojakishore Pramanik or Nandakishore Pramanik. The area of Kishoreganj municipality is about 10 square kilometres. The river Narasunda flows through the town.

Shah Muhammad Mosque

Kishoreganj is a small town, but there are many important places in and around it. The largest Eid fairgrounds, called Solakia Eid Ground and the well-known Government Gurudayal College are in the town. People from many districts come to this place to celebrate Eid. The Pagla Mosque is also in my home district. Outside the town, you can visit the fort of Isah Khan at Jangal Bari. You can also see the Shah Muhammad Mosque at Egaroshindhur. Near the Fuleshwari River, you can see the Shiva Temple of Chandrabati.

Upendrakishore Roy Chowdhury

Zainul Abedin

Syed Nazrul Islam

Kishoreganj is also the home district of some famous people. Chandrabati, the first woman poet of Bangla literature, was born here. Two writers of children's literature, Upendrakishore Roy Chowdhury and Sukumar Roy are also from here. The great painter Zainul Abedin comes from Kishoreganj, too. Syed Nazrul Islam, the first acting President of Bangladesh, is also from here. I love my home district!

B. Pairwork. Ask and answer the questions.

1 What's the name of Mamun's home district?
2 How far is it from Dhaka?
3 How did it get its name?
4 What is the name of the river in the town?
5 What are two things you can see in the town?
6 Who are two famous people from this town?

C. Groupwork. Make a list of the important places in Kishoreganj. Which place do you think is the most interesting? Why? Discuss with your groupmates.

D. Prepare to write about your home district. Answer the questions in your exercise book.

1 What is the name of your home district?
2 What type of town is it? (district / upazila / divisional town)
3 How did your home district get its name?
4 What are the interesting places in your home district?
5 Who are some famous people from your home district?
6 What do you like about your home district?

E. Write a short composition about your home district. Use the information in Activity D.

F. Look, listen and say.

Look at this. Look at that.

Look at these. Look at those.

Touch your ears and touch your nose.

Look at that. Look at this.

Look at those. Look at these.

Clap your hands and touch your knees.

G. Underline the words in the last paragraph on page 34 with the th sound.

Language Focus

H. Comma (,)

We use commas...

- to separate three or more words in a list.
  Mili, Nayan and Saleh are my friends. They are kind, polite and caring.
- to separate words that introduce a sentence.
  Well, how are you? Oh, I'm fine.
  Yes, I know Laila. No, I don't know Yusuf.
- to separate the name of a person addressed in sentence.
  Tamim, listen to this song.
  Neel, can you please turn on the radio?

I. Correct the sentences. Rewrite them correctly using cursive handwriting.

Mary what are you looking at? *Mary, what are you looking at?*

1 Joy do you see that butterfly on the yellow flower?
2 Yes I do. It's blue yellow brown and red! Those are beautiful colours.
3 Yes they are! Oh it's coming this way!
4 Mary can we try to catch it?
5 No we can't.
6 Well I can take a picture of it.
7 Oh great idea!

J. Pairwork. Look at the dialogue on page 5. Underline the commas. Say why the commas are used in each sentence.

A. Look and talk about the map.

Dev

Bank

Road 14

Hospital

Road 12

Bus stop

Road 13

Flats

College

Salman

Park

Park Street

Library

Kori

Ratul

School

College Road

Supermarket

Post Office

Laila

Tanim

B. Pairwork. Read the dialogues.

1

Salman: Excuse me, is there a library nearby?
Dev: Yes, the library is on College Road, next to the College. Go straight and then turn left on College Road. The library will be on your left.
Salman: Thanks a lot!

2

Kori: Excuse me, sir. Could you please tell me how to get to the supermarket?
Ratul: Turn right on College Road. Then turn left on Park Street. The supermarket is on the corner.
Kori: Thank you!

3

Tanim: Excuse me, Ms. Do you know how to get to the hospital?
Laila: It's very near! It's only five minutes' walk from here. Continue on this street toward Road 14. The hospital is on the corner there.
Tanim: Thanks!

C. Pairwork. Act the dialogues from Activity B.

D. Pairwork. Ask for and give directions to the following places: the school, the post office, the bank, the bus stop. Use the dialogues in Activity B as a model.

E. Look and say. Complete the sentences with the correct preposition.

behind
in front of
next to
opposite
outside

1 The jeep is ______________ the hut.

2 The school is ______________ the park.

3 The cow is ______________ the cow-shed.

4 The girl is ______________ the tree.

5 The butterflies are ______________ the window.

Language Focus

F. Giving directions

Use Excuse me! to get someone's attention.

Use commands when giving directions. For example, turn left / right, go to the left / right.

Use prepositions to give locations. For example, opposite, next to, near, etc.

G. Pairwork. Ask and answer about places in your town or neighbourhood. Use the expressions in the Language Focus.

H. Write the directions to the places you talked about in Activity G. Begin your directions from your school.

Language Focus

I. Using our voices

Our voices go up (↗) or down (↘) when we talk.

Our voices go up for...

- greetings.
- questions that can be answered with yes / no.

Our voices go down for...

- statements.
- questions beginning with Who, What, When, Where, Why and How.

J. Pairwork. Ask and answer the questions with information about yourself. Make sure your voice goes up or down correctly.

1 What's your name?
2 Do you want to play a game?
3 What games do you like to play?
4 Is your family from Sylhet?
5 Can you speak French?
6 Do you live in Dhaka?
7 What's your best friend's name?

A. Listen and read.

Cox's Bazar

Andy: Hi, Tamal! Can you help me with something?

Tamal: Sure, Andy!

Andy: What are the main tourist spots in Bangladesh? I know about Cox's Bazar. I visited there last month.

Tamal: Oh, Cox's Bazar is the most popular tourist spot.

Andy: And it's beautiful! I loved the sea and the beach! But I'd like to see some new places this time.

Tamal: Right! There are many places to see in our country. You can go to Sreemangal. You can enjoy the beauty of the tea gardens there. From there you can go to Madhabkundu. There are some wonderful waterfalls there. You can also go to Saint Martin's Island. It's a special place.

Saint Martin's Island

Andy: What is special about Saint Martin's Island?

Tamal: It's an island in the Bay of Bengal, and it's the only coral island in Bangladesh. You can see coral in different shapes and colours. And the water in the Bay of Bengal is very clean and blue!

Andy: Oh, that sounds wonderful!

Tamal: Yes, it is! You can also see the turtles on the island. The turtles make their nests on the beach and then they lay their eggs in them. You can see many fish, too!

Andy: Wow! Really? Can I go sailing?

Tamal: Well, you can take a day cruise. You can go on wooden boats or sea truck. The cruises are exciting and safe. They are a great way to see the Bay.

Andy: Thanks for the information, Tamal!

B. Answer the questions.

1 What tourist places does Tamal tell Andy about?
2 What is the name of the island Tamal tells Andy about?
3 Where is this island?
4 What can you see on this island?
5 How can you go on the water in the Bay of Bengal?

C. Pairwork. Act the dialogue from Activity A.

D. Look at the words in bold from the text. Match the words and their meanings.

1 **coral** A a journey by sea
2 **nest** B a place to lay eggs
3 **cruise** C hard colourful substances made of bones of very small creatures at the bottom of the sea

E. Listen and read.

sea truck

Andy: So, how can I get to Saint Martin's Island?

Tamal: Well, you can go from Chattogram to Teknaf, and then from Teknaf to Saint Martin's Island.

Andy: How far is Chattogram from Teknaf ?

Tamal: About 228 kilometres.

Andy: And how far is Saint Martin's Island from Teknaf?

Tamal: It is about 26 nautical miles. A nautical mile is a unit for measuring distance at sea. By sea truck it's about two and a half hours journey from Teknaf to Saint Martin's Island.

F. Groupwork. Look at the map in Activity E. Point at different districts on the map. Do you know how far each district is from Dhaka?

G. Write in your exercise book the paragraph your teacher dictates. The paragraph is about the districts of Bangladesh.

Language Focus

H. Exclamation mark (!)

We use exclamation marks

- to show strong feelings.

  That's great! Thank you so much!
- to show surprise.

  Wow! Oh!
- after strong commands.

  Stop that! Don't touch that!

I. Correct the sentences. Rewrite them correctly using cursive handwriting. Add capital letters and exclamation marks.

how wonderful — *How wonderful!*

1 well done
2 it was a fantastic game
3 oh no
4 I can't find my homework
5 help me
6 you can't do that
7 let's go

A. Listen, read and say.

Tick-tock! Tick-tock!

It's 5 o'clock. 5 o'clock!

Wash yourself and pray.

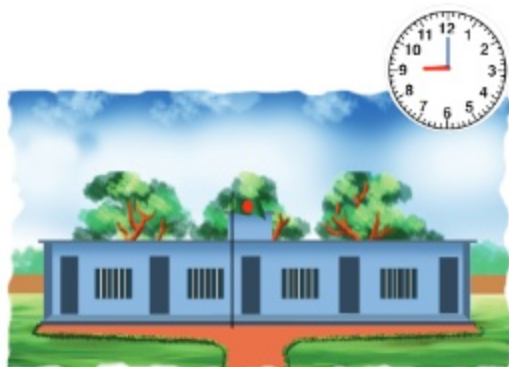
Tick-tock! Tick-tock!

Look at the clock.

Tick-tock! Tick-tock!

It's 9 o'clock. 9 o'clock!

Take your bag and go to school.

Tick-tock! Tick-tock!

Look at the clock.

Tick-tock! Tick-tock!

It's 4 o'clock. 4 o'clock!

Now it's time to go back home.

Tick-tock! Tick-tock!

Look at the clock.

B. Look, read and say.

It's midnight. It's 12 o'clock.
They're sleeping.

It's 8 o'clock.
They're having breakfast.

It's 1 o'clock.
They're at school.

It's 6 o'clock.
They're helping their father.

C. Pairwork. Look at the clocks in Activity B. What are you doing at those times?

Example: At midnight, I'm sleeping.

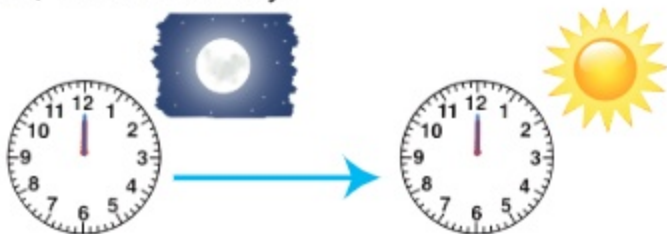
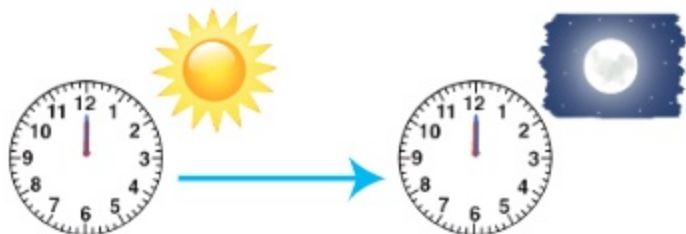
D. Read and say.

60 seconds = 1 minute   60 minutes = 1 hour   24 hours = 1 day

E. Ask and answer.

Example: How long is your English class? It's 35 minutes.

1 How long is your school day?
2 How long is your walk to school?
3 How long is your summer holiday?

F. Look, read and say.

12 o'clock midnight to 12 o'clock midday are a.m. times.

12 o'clock midday to 12 o'clock midnight are p.m. times.

We are at school at 9 a.m. but we are at home at 9 p.m.
It's day at 2 p.m. but it's night at 2 a.m.

G. Groupwork. Say a time. Your groupmates should say what they usually do at that time.

It's 5 p.m. *At 5 p.m. I usually help my mother.*

H. Look and say.

hour hand

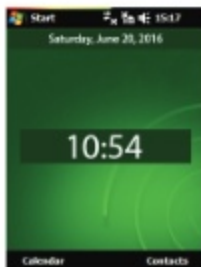
minute hand

It's 10:15.
It's quarter past ten.

It's 10:30.
It's half past ten.

It's 10:45.
It's quarter to 11.

I. Pairwork. Look and say.

J. Look at the digital clocks.
Say the times.

K. Look at the times. Say the times. Draw the hands on the clocks.

L. Groupwork. Draw a clock with any time on it. Show it to your groupmates. The first one to say the correct time then shows his or her clock face. Continue until everyone has had a turn.

A. Listen and read.

One day, a hare was walking in the forest when he saw a tortoise. The hare was the fastest animal in the forest. The tortoise was the slowest animal in the forest. The hare called out to the tortoise, “Hurry up! You are so slow! Can’t you walk faster? Can’t you run?”

The tortoise felt angry and said to the hare, “Why don’t we have a race? Maybe I can win!”

The hare laughed and laughed. “Sure! I will win!” the hare said. They agreed to start next to a big tree and finish at the river. Then they called their friends to watch. The hare stood beside the tortoise and the race began.

The hare ran quickly and in a few minutes the hare was out of sight. The hare said to himself, "The tortoise is very far behind. I can see the finish line. I have time for a nap!" Soon the hare was asleep under a tree next to the path.

The tortoise walked steadily, on and on. He didn't stop. Soon, he passed the sleeping hare.

The hare slept for an hour. When he finally woke up, he looked at the finish line. He couldn't believe his eyes! Tortoise was almost at the finish line! The hare ran as fast as he could, but it was too late. The tortoise crossed the finish line and won the competition! The hare was furious!

The tortoise looked back at the hare and smiled. Then he said, "Slow but steady wins the race!"

B. Read the sentences. Complete the questions.

1 Where ________________________________?
The hare was walking in the forest.

2 What ________________________________?
The hare saw the tortoise.

3 How ________________________________?
The tortoise was walking slowly.

4 Where ________________________________?
They started their race next to a big tree.

5 Who ________________________________?
The hare went to sleep.

6 How long ________________________________?
He slept for an hour.

7 When ________________________________?
The hare woke up when the tortoise crossed the finish line.

8 Who ________________________________?
The tortoise won the race.

C. Read the sentences. Which animal is each sentence about? Write T for Tortoise or H for Hare.

1 He is the fastest animal in the forest. _____
2 He is the slowest animal in the forest. _____
3 He took a nap during the race. _____
4 He crossed the finish line first. _____
5 He was angry at the end of the race. _____

D. Groupwork. What does "Slow but steady wins the race" mean?

E. Fill in the blanks with the correct word from the box.

fastest	passed	raced	slowest	steadily	took	won

The hare was the ______________ animal, but the tortoise was the ______________. One day, the tortoise and the hare ______________. The hare ran very quickly, but then he ______________ a nap. The tortoise walked on ______________. While the hare was sleeping, the tortoise ______________ him. The tortoise crossed the finish line first and __________ the race!

F. Match the words in column A with the words with similar meaning in column B.

A	B
angry	begin
fast	beside
nap	furious
next to	quick
start	sleep

Language Focus

G. Quotation marks (“ ”)

We use quotation marks to show what someone said. We put quotation marks at the beginning and the end of the person’s words. Use a comma before or after quotation marks. Start the first word inside the quotation marks with a capital letter.

The hare said, “I am the fastest animal.”

“I am the slowest animal,” said the tortoise.

H. Underline the sentences with quotation marks on pages 54 and 55.

A. Listen and read.

A person's birthday is a special day. This is the date when the person was born. People around the world celebrate birthdays in different ways. In many countries, people celebrate with a cake. There are candles on the cake. There is one candle for each year of the person's life. People sing a song for the person. At the end of the song, the person blows out the candles.

In some countries, there is often a party for a child's birthday. The child's friends come to the home. There is special food, like sweets. The children play games and sing. The friends often bring a birthday gift for the child. The gifts are wrapped in colourful paper. The gift may be a toy, a book or some clothes. In some countries, the friends don't bring gifts. The most important thing is to enjoy the day and spend time with friends and family.

B. Read the sentences. Write **T for True or F for False.**

1 A birthday is the date when a person was born. ______

2 People celebrate birthdays in the same way around the world. ______

3 On a birthday cake, there is one candle for each year of a child's age. ______

4 The friends and family blow out the candles on a birthday cake. ______

5 Children in some countries have a party for their birthday. ______

6 Gifts are the most important thing for celebrating a birthday. ______

C. Listen and sing.

Happy Birthday to you.
Happy Birthday to you.
Happy Birthday, dear Nafis.
Happy Birthday to you!

D. Sing the Happy Birthday song using the names below. Then count the candles on the cake and say how old each person is.

Zakir

Aparna

Robin

Ashoka

E. Listen, read and say.

To write a date, we write the day, the month and the year:

01.01.25 = 1st January, 2025

We say:

The first of January, 2025.

F. Complete the sentences. Say and write today's date.

The month is __________________.

The day is _____________________.

The year is ____________________.

Today's date is__________________.

G. Read and say.

Shaheed Minar

The 21st of February, 1952 is the Language Martyrs' Day. On this day in 1952, students in Dhaka gave their lives for their mother language. The day is now called International Mother Language Day.

H. Say the dates.

A	26 March	D	20 November
B	14 April	E	16 December
C	1 May		

I. Why are the dates in Activity H important? Write the letter of the date next to the correct day.

_____ Independence Day of Bangladesh

_____ Bangla New Year

_____ Victory Day of Bangladesh

_____ International Workers' Day

_____ International Children's Day

J. Write the following dates in words and say them.

31 January, 1995	5 February, 1996	9 August, 1997
22 July, 2000	21 October, 2009	23 May, 2015

K. Write your birthday in numbers and words.

____

____

____

A. Listen and read.

Sufia: Mum! Can I go out and play, please?
Mother: Have you done your homework?
Sufia: Yes.
Mother: OK, but don't play for too long.

Rashid: Good morning, teacher. May I come in, please?
Mrs. Alam: Yes, Rashid. Why are you late?
Rashid: My father is ill. We were at the doctor's chamber.
Mrs. Alam: I hope your father gets well soon. Sit down, please.

B. Groupwork. Which expressions do Sufia and Rashid use to ask for permission? Write them.

Sufia: ______________________________

Rashid: ______________________________

Which word do they use to make their requests polite? ________

C. Pairwork. Act the dialogues from Activity A.

D. Listen and read.

Mother: Azim, Could you please help me?
Azim: Of course, Mum.
Mother: Would you put these dishes in the kitchen?
Azim: Yes, Mum.

E. Groupwork. Which expressions does Mum use to ask for help? Write them.

____

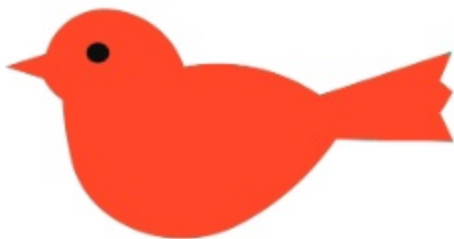
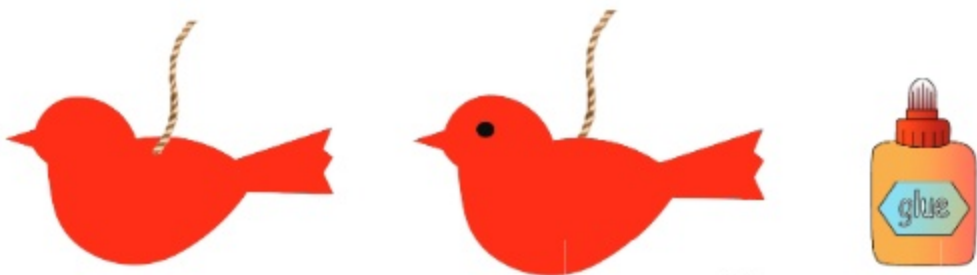
____

F. Pairwork. Read and act.

1 You need a pencil to draw a picture. You don't have one. Ask a friend for a pencil.
2 You want to watch TV. Ask permission.
3 Your homework is very difficult. Ask for help.
4 Your school bag is very heavy. You can't carry it. Ask for help.

G. Look, listen, read and do.

Make birds on strings! You will need: a hanger, 3 pieces of string, 3 pieces of coloured paper, scissors and glue.

1 Trace this bird twice on each piece of paper. Cut out the birds. Draw an eye on each.

2 Put glue on one side of a bird. Lay a piece of string across it. Place another bird on top, so the string is inside. Repeat with the other paper birds and pieces of string.

3 Tie the strings to the hanger.

H. Read and find the action words from the directions on page 64. Underline them.

Example: <u>Make</u> birds on strings!

I. Complete the sentences with the correct word from the box.

1 __________ some fruit syrup and water into a glass.

2 __________ the fruit syrup and water together.

3 __________ some ice into small pieces.

4 __________ the pieces of ice into the glass.

5 __________ your sherbet!

J. Groupwork. Say and write the steps to make something. Choose one of the things below or use your own idea. Share your idea with the class.

a sandwich a cup of tea a salad

Sport

A. Look, listen and say.

B. Listen and say.

Baichong: Do you play or do any sports?
Anousha: I love badminton. I play with my family on weekends. I also go swimming and cycling a lot.
Baichong: I play cricket, and I do weightlifting.
Anousha: Weightlifting! Are you strong?
Baichong: Not very, but I want to get stronger. My brother is very strong.
Anousha: My brother is strong, too. He plays kabadi and volleyball. He's good at sports.
Baichong: I'd like to try kabadi. I'd also like to learn how to play volleyball.
Anousha: Volleyball is exciting, but I like playing football more.
Baichong: I love football too, but not as much as cricket. That's my favourite sport.

C. Pairwork. Act the dialogue.

D. Read and circle.

1 Anousha plays **badminton / volleyball / cricket** with her family.

2 **Anousha / Baichong / Anousha's brother** likes to swim.

3 **Anousha / Baichong / Anousha's brother** plays kabadi.

4 Baichong doesn't know how to play **badminton / football / volleyball.**

5 Anousha likes **football / cricket / cycling** more than volleyball.

6 **Football / Cricket / Weightlifting** is Baichong's favourite sport.

E. Pairwork. Ask and answer the questions.

1 What games or sports do you like?
2 How often do you play or watch that sport?
3 When do you play or watch it?
4 Who do you play or watch the sport with?

F. Read the dialogue again. Write ***go, play or do*** before each of the sports. Then write a sentence about each sport.

1 _____ badminton
2 _____ cricket
3 _____ cycling
4 _____ football
5 _____ kabadi
6 _____ swimming
7 _____ volleyball
8 _____ weightlifting

G. Write in your exercise book the paragraph your teacher dictates. The paragraph is about cricket in Bangladesh.

H. Listen and read.

The Olympic Games is the biggest sports competition in the world. The Olympics are held every four years in a different host city. More than 200 nations send a total of about 13,000 athletes to compete in more than 30 different sports.

The first Olympic Games was held in Greece almost 3,000 years ago. The modern Olympic Games started in 1896, and there have been 31 Olympic competitions since then.

I. Read again. Answer the questions.

1 How often are the Olympics held?
2 How many countries compete in the Olympics?
3 How many athletes compete in the Olympics?
4 How many sports are there in the Olympics?
5 When was the first Olympics?
6 When did the modern Olympic Games begin?

J. Read the table.

Olympics	Year	Host city / country
1	1896	Athens, Greece
5	1912	Stockholm, Sweden
8	1924	Paris, France
10	1932	Los Angeles, United States
14	1948	London, United Kingdom
17	1960	Rome, Italy
19	1968	Mexico City, Mexico
20	1972	Munich, Germany

K. Read the table again. Complete the sentences.

1 The ____first____ Olympics was held in Athens, Greece.

2 The United States was the host country of the ________ Olympics.

3 ________________________ was the host of the 17th Olympics.

4 The twentieth Olympics was held in ____________________.

5 The host country of the ____________________ Olympics has a blue and yellow flag.

6 The __________________ Olympics was hosted by Mexico City.

7 The fourteenth Olympics was held in ____________________.

8 Paris was the host of the ________________________ Olympics.

A. Listen, read and say.

City streets and country roads
by Eleanor Farjeon

The city has streets–
But the country has roads.
In the country one meets
Blue carts with their loads
Of sweet-smelling hay,
And mangolds, and grain.
Oh, take me away
To the country again!

In the city one sees
Big trams rattle by,
And the breath of the chimneys
That blot out the sky.
And all down the pavements
Stiff lamp-posts one sees–
But the country has hedgerows,
The country has trees.
As sweet as the sun
In the country is rain:
Oh, take me away
To the country again!

B. Read the poem aloud. Use correct stress and intonation.

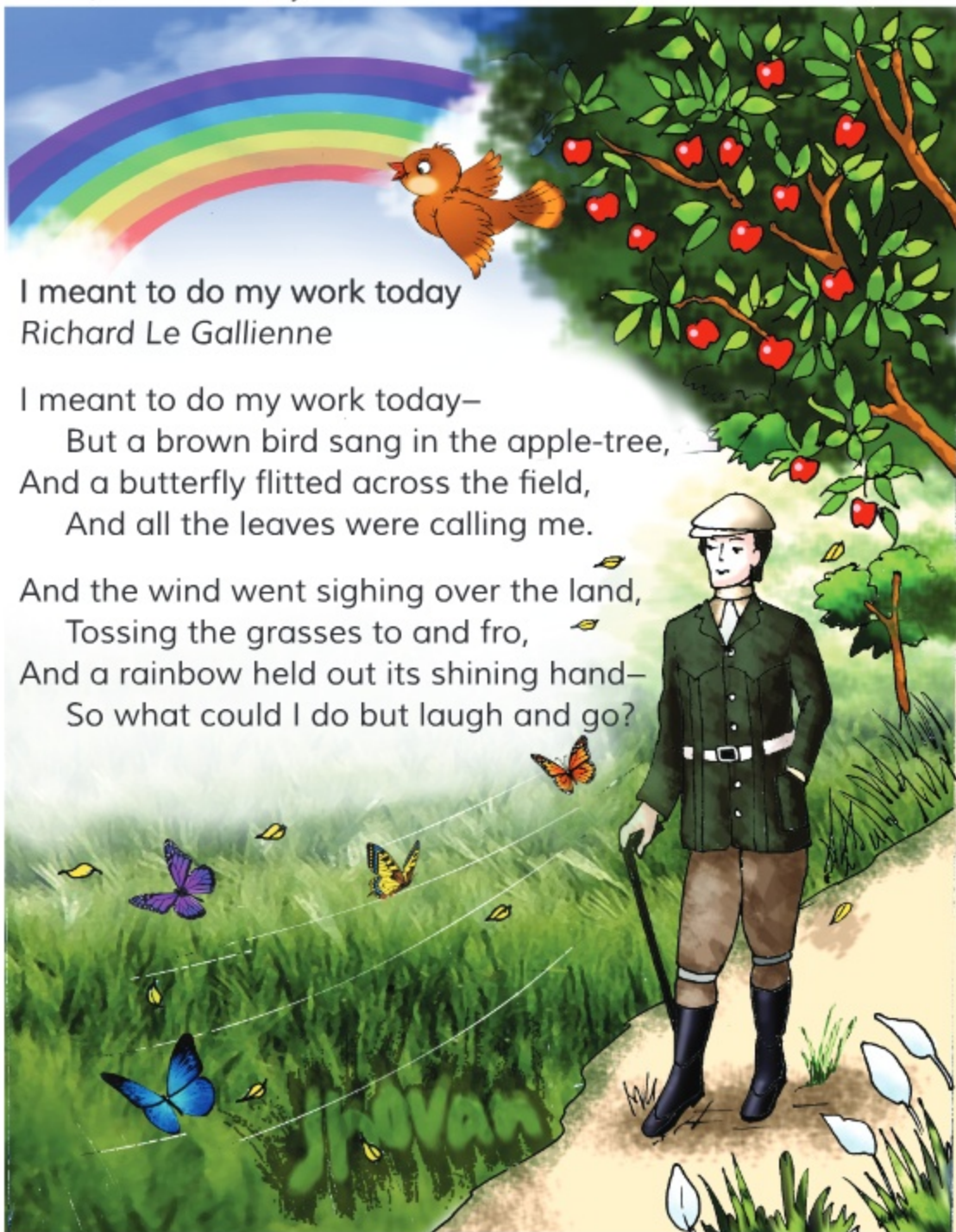
C. Groupwork. Read the poem again. Answer the questions.

1 Does the author of the poem prefer the country or the city? How do you know? Underline the lines in the poem that tells you the answer.

2 Do you prefer the city or the country? Why?

D. Read the poem again. Make two lists, one of things you can see in the country and the other of the things you can see in the city.

List 1: Things in the country	List 2: Things in the city

E. Listen, read and say.

I meant to do my work today
Richard Le Gallienne

I meant to do my work today–
But a brown bird sang in the apple-tree,
And a butterfly flitted across the field,
And all the leaves were calling me.

And the wind went sighing over the land,
Tossing the grasses to and fro,
And a rainbow held out its shining hand–
So what could I do but laugh and go?

F. Read the poem aloud. Use correct stress and intonation.

G. Read the poem again. Answer the questions.

1 What was the bird doing?
2 What was the butterfly doing?
3 What were the leaves doing?
4 What did the rainbow do?

H. Groupwork. Read the poem again. Discuss the questions.

1 What did the poet want to do?
2 What did the poet actually do in the end? Why do you think he did this?
3 Think about the poem on page 70 and this poem. Do the poets have similar or different opinions about the country? Why do you think so?

A. Listen and read.

Sunshine Magazine

The Magazine by and for the Students of Class 5

A visit to the Liberation War Museum

Farhan Ahmed

On 14 December, our class went on a field trip to the Liberation War Museum at Agargaon, Dhaka. The trip was planned as part of our Bangladesh and Global Studies course. Our bus reached the museum at 10 a.m. A guide was waiting for us. He welcomed us warmly and took us on a quick tour of the different galleries and exhibits of the museum. At first we watched a video clip on our liberation war and our Independence.

There were four permanent galleries that exhibited rare photographs, documents and newspaper clippings, and objects used by the freedom fighters and the martyrs of our liberation war. As we went inside "Gallery 4-Our Victory, Our Values", we fell silent. We were sad as we looked at the personal belongings of some of our martyred intellectuals

B. Read the news story again. Answer the questions.

1 When did the class go to the Liberation War Museum?
2 Why did the class go to the Liberation War Museum?
3 How many permanent galleries are there in the Liberation War Museum?
4 Which gallery did the writer and his class visit?
5 What personal belongings did the students see in "Gallery 4–Our Victory, Our Values"?

C. Groupwork. Read the news story again. Number the events in order from 1 to 3.
The students...

_____ watched a video clip on the Liberation War and the Independence of Bangladesh.

_____ met their guide.

_____ saw the personal belongings of some martyred intellectuals and freedom fighters.

D. Read the news story again. Write as many Wh- questions as you can about the news story. Begin your questions with **Who, What, When, Where, Why and How.**

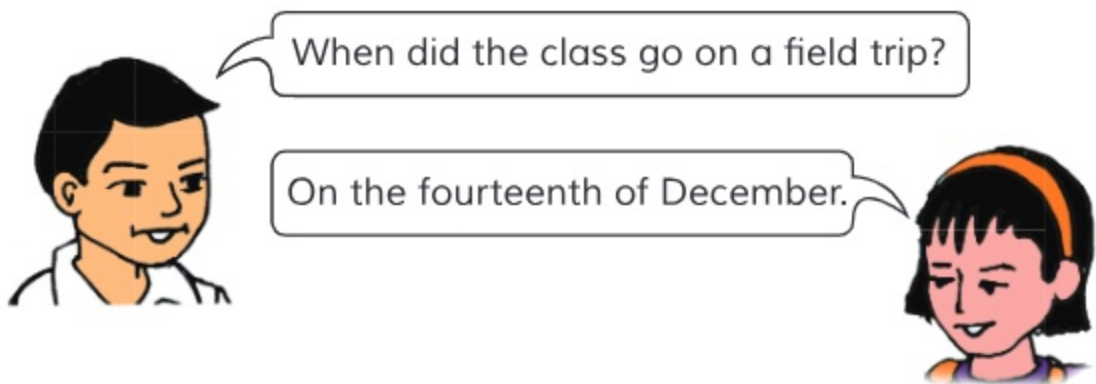
Examples:

When did the class go on a field trip?

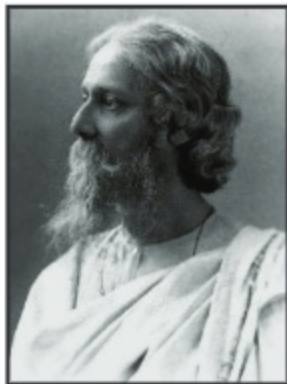
How did the students travel to the Liberation War Museum?

E. Groupwork. Ask and answer your questions from Activity D.

When did the class go on a field trip?

On the fourteenth of December.

F. Look at the news story again. Answer the questions.

1 What is the name of the student magazine?
2 Who is the magazine for?
3 Who writes the articles in the magazine?
4 What is the title of the news story in the student magazine?
5 Who is the writer of the news story?

G. Test your general knowledge. Match the beginnings and the **endings** of the sentences.

1 Rabindranath Tagore wrote	26 March.
2 Our Independence Day is on	our National Anthem.
3 Our Victory Day is on	16 December.

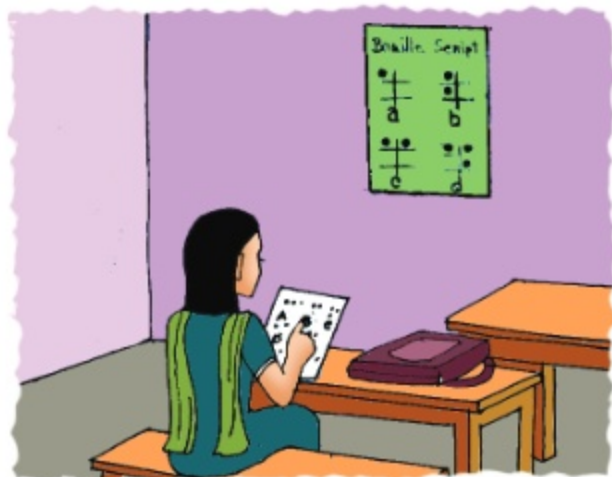
H. Groupwork. Plan a field trip that you would like to take. Answer the questions.

1 Where would you like to go? *I would like to go to Sonargaon.*
2 Where is this place?
3 Who would you go with?
4 How would you get there?
5 When would you go?
6 What would you see there?
7 Why would you like to go to this place?

I. Write your news story in your exercise book.

A. Listen and read.

It's a beautiful spring day. Maria gets up early. She feels happy. She knows that it's a nice day because she puts her hand on the glass of the window. It is very warm. She opens the window and the singing of the birds fills the room. She can smell the flowers outside her home. They smell sweet and fresh. After Maria gets dressed and has her breakfast, she puts her books in her bag. She is ready for school.

Maria is a lot like any other students in her neighbourhood. She goes to school and likes to be with her friends. But Maria cannot see the beautiful spring day. She cannot see the flowers, the blue sky, or the singing birds. She cannot see the new green leaves on the tress. She cannot see these because she is visually impaired. She has been unable to see since she was born.

But Maria is happy. She goes to school everyday. She can learn the information because she reads Braille. Braille is a script that uses raised dots. Each letter is made from dots. People move their fingers across the raised dots to read. Maria learned to read Braille as a young child. Her books at school are in Braille. She enjoys reading poems and history. Maria's teacher says that she is a good learner.

B. Read the story again. Choose the best answer.

1 Maria cannot see because...

a. it is dark. b. she is visually impaired.

c. she doesn't feel well.

2 Maria knows it is a warm day because...

a. the birds are singing. b. her friends tell her.

c. she feels the glass of the window.

3 At school, Maria learns a lot of information by...

a. reading books in Braille script.

b. having her friends read to her.

c. listening to the teacher read.

4 If she goes to university, Maria will probably study...

a. history. b. maths. c. science

C. Listen and read.

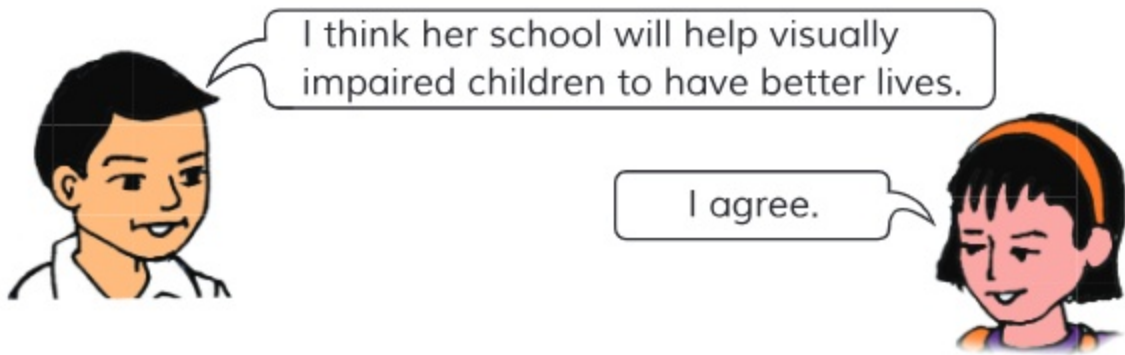
Maria hopes to go to university one day. Her teachers think that she can. Maria wants to set up a school of her own so that she can teach visually impaired children. Before this, Maria wants to be a writer. She wants to write a book about her feelings and experiences. She wants to show other impaired people that they can do amazing things in their lives!

D. Read the story again. Answer the questions.

1 Why does Maria want to set up a school?

2 What kind of book does Maria want to write?

3 Why does she want to write this book?

E. Pairwork. Talk about Maria's goals for the future. How do you think she will help people?

F. Read the job descriptions. Complete the sentences with a word from the box.

business person	computer engineer	doctor
farmer	pilot	teacher

1 A ______________________ works in a school. Children learn how to read and write from this person.

2 A ______________________ studies computer science and can fix computers.

3 A ______________________ looks after ill people and helps them to become healthy.

4 A ______________________ flies planes. He or she travels around the world.

5 A ______________________ grows crops, such as rice. We get our food from this person.

6 A ______________________ buys and sells things in Bangladesh or in other countries.

G. Pairwork. Talk about the jobs in Activity F. Which job would you like to do? Why?

A: I would like to be a pilot. I would like to visit other countries.

B: I would like to be a teacher. I would like to work with children.

H. Write three sentences about what you would like to do in the future. Use the information from Activity F.

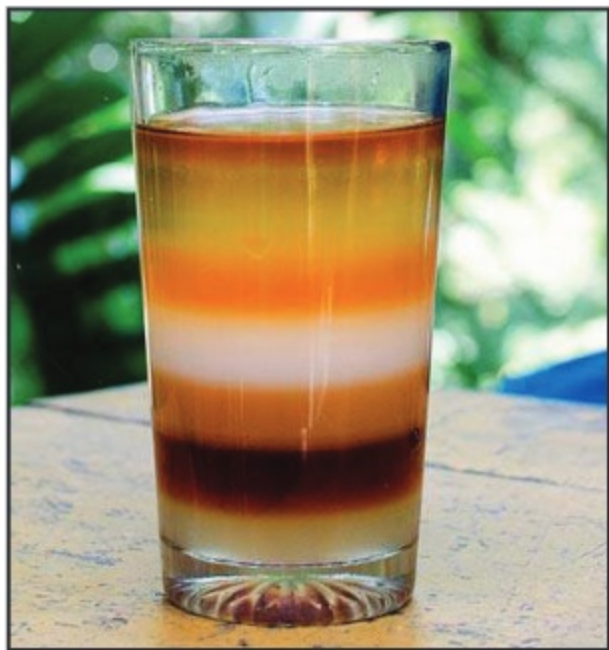
Example: I would like to be a doctor. I would like to help sick children. I would like to help them to become healthy.

A. Listen and read.

Last January I went to a cub camporee. It was my first visit to a cub camporee and it was my first time away from home! A camporee is a gathering of cubs from different parts of Bangladesh. Cubs all over the world have their own camporees.

The cub camporee took place in Sreemangal under Moulvibazar district. To get there, we travelled from Dhaka to Sreemangal by train. We arrived in the morning, so the weather was nice. We walked to our camp from the train station.

There were 10 of us and two leaders. We were a big group, so we didn't take any rickshaws. We walked together in our group. It wasn't very far. At the camp, we cleaned up the area, set up our tents and prepared our breakfast. After breakfast, we played games with cubs from other parts of Bangladesh. Then we had lunch. We cooked rice and chicken. In the afternoon and evening, we sang songs and recited poems. It was fun! At night, we slept in our tents.

The next day, after the camporee, we went to Lowachara National Park. It was very interesting. We took a walk beside a small stream in the forest. Our leaders told us to be very quiet because the animals are frightened by noise. We walked quietly up a small hill, and suddenly we heard something in the trees above our heads. We looked up and saw a gibbon. It was moving quickly through the trees.

After our visit to Lowachara National Park, we went to the Nilkantha Tea Cabin. This is a famous place to drink tea in Sreemangal. The Nilkantha Tea Cabin sells a glass of tea of different colours and flavours. It was amazing! I will never forget my visit to Lowachara National Park. It was a great day!

B. Read the story again. Choose the best answer.

1 The camporee took place in...
a. Dhaka.
b. Moulvibazar
c. Sreemangal.
d. Lowachara National Park.

2 The cubs went from Dhaka to Sreemangal...
a. by bus.
b. by train.
c. by car.
d. by rickshaw.

3 At the camporee, the cubs first...
a. ate lunch.
b. played games.
c. sang songs.
d. cleaned up the area.

4 In the Lowachara National Park, the cubs saw...
a. a gibbon above their heads in a tree.
b. colourful birds drinking from a stream.
c. some poets drinking tea near the forest.
d. tourists at the Nilkantha Tea Cabin.

5 The Nilkantha Tea Cabin had...
a. glasses of tea of different colours and flavours.
b. trees with gibbons in them.
c. many tea plants.
d. cubs reciting poems.

C. Think about a great day you had. Answer the questions in your exercise book.

1 Where did you go?
2 When did you go there?
3 Who did you go with?
4 How did you get there?
5 What did you do there?
6 What did you see?
7 Did you eat or drink something there? If so, what?

D. Pairwork. Ask and answer the questions from Activity C.

E. Write a short composition in your exercise book about a great day you had. Use the information from Activity C.

I went to Sonargaon last year. I went there with my family. We took a bus. We saw the city of Panam. It was interesting. We took our own food and had a picnic.

A. Listen and read.

Laila and Bithi are friends, but they are very different. Laila likes to run in the park and swim. She is very active. She also likes to talk. Her mother says, “Oh, Laila! You’re so talkative.” On the other hand, Bithi is a quiet person. She doesn’t like running or swimming. She enjoys reading. She especially loves stories about other countries.

B. Read again. Which picture shows Laila? Which picture shows Bithi? Write the correct name under each picture.

_______________ _______________

C. Groupwork. Read the adjectives. Use the adjectives to make sentences about people you know.

active	clever	funny
kind	quiet	talkative

Example: My sister is very active. She plays badminton and volleyball.

D. Look, listen and read.

Bithi's family can't buy many books, so she borrows books from the library. Here is Bithi's library card.

Naogaon Library

NO. ____________

EXPIRES. ____________

(Do not write above the line)

I promise to take good care of the books I borrow from the library. I promise to obey the rules of the library. I will return the books on time and in good condition.

NAME: *Bithi Alam*
(Write name in full and with ink only)

HOME ADDRESS: *160, Hospital Road,*
Sadar, Naogaon

SCHOOL: *Naogaon Primary School*

CLASS: *Five* AGE: *10*

Bithi Alam
Signature

E. Look, read and write.

Noakhali Library

Name: ____________

Address: ____________

School: ____________

Class: ____________ Age: ____________

Signature: ____________

F. Look, listen and read the application form.

ENGLISH LANGUAGE CLUB
Naogaon

Name:	Laila Karim
Date of Birth:	9 August, 2013
Nationality:	Bangladeshi
Mother's name:	Jahanara Karim
Father's name:	Ahmed Karim
Home address:	211, Hospital Road, Sadar, Naogaon
School:	Naogaon Primary School
Class:	Five
Hobbies:	running, swimming and talking to my friends
Date:	21 January, 2025

Laila Karim
Signature

G. Read the form again. Complete the paragraph about Laila.

Laila Karim was born on ________________. Her ______________ name is Jahanara Karim and her ___________________ name is Ahmed Karim. Laila and her family are from Bangladesh, so their nationality is ______________. Laila lives at ______________. She is in Class ________ at ________________________. In her free time, she enjoys __________________, __________________ and ___________. She completed her English Language Club application form on __________________.

H. Listen and read.

Rokeya Khan is Laila's friend. She is also Bangladeshi. She also goes to Naogaon Primary School, but she is in Class 4. Her birthday is 18 September, 2012. Her father's name is Anowar Khan and her mother's name is Aisha Haider. They live at Hospital Road in Naogaon. In her free time, Rokeya enjoys drawing and reading. She signed her English Language Club application on 12 November, 2022.

I. Read the paragraph again. Complete the application form with Rokeya's information.

ENGLISH LANGUAGE CLUB

Naogaon

Name: ______________________

Date of Birth: ______________________

Nationality: ______________________

Mother's name: ______________________

Father's name: ______________________

Home address: ______________________

School: ______________________

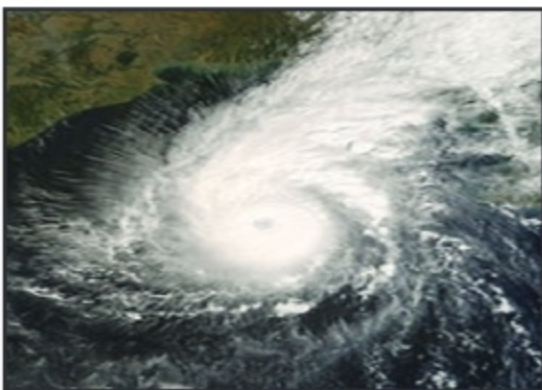
Class: ______________________

Hobbies: ______________________

Date: ____________

Rokeya Khan

Signature

A. Look at the pictures and talk about them.

1
2
3
4
B. Read and say. Write the number of the picture from Activity A next to the correct word.

_____cyclone _____river erosion

_____earthquake _____tsunami

C. Listen, say and read.

Anita: Officer, we heard about the earthquake in Nepal. It was terrible.

Asad: Yes, I'm very sad about it.

Anita: I'm afraid. There are many disasters in the world. Last month, we lost some of our land because of river erosion, and last year, a cyclone destroyed many buildings and trees! What's next?

Officer: Well, the TV news can tell us about cyclones, and we can often see signs of river erosion. So far no one knows when an earthquake will happen.

Asad: What can we do?

Officer: You shouldn't worry too much. We can prepare for natural disasters. Here is a leaflet.

D. Read again. Answer the questions.

1 Where was the earthquake Anita talked about?
2 When did Anita's family lose some land?
3 Why did her family lose some land?
4 What destroyed many buildings and trees last year?
5 Which natural disaster can the TV news tell us about?

E. Groupwork. Have you experienced a natural disaster in your life? What kind of natural disaster was it? When was it? Or imagine a disaster.

F. Look, listen and say.

batteries

torch

first-aid kit

dried foods

G. Pairwork. Which of the things in Activity F do you have in your home? Ask and answer.

H. Complete the sentences with the correct word from Activity F.

1 I can't see! It's very dark. Do you have a ________________?

2 My torch doesn't work. It needs new ________________.

3 We don't have any fresh food, but we can prepare some ________________.

4 Jamshed cut his hand! Bring me the ________________.

I. Listen. Complete the leaflet with the words you hear.

STAY SAFE!

Be prepared for __________. They can happen at any time.

- *Before an earthquake*

Keep some food and __________ in your home. You will also need a __________ because there may not be any electricity for a few days. You should have some ________ for your torch, too.

- *During an earthquake*

If you are in a building, get under a strong ________. Do not run down the ________. If you are outside, stay away from buildings or ________.

- *After an earthquake*

Do not go inside a __________ unless it is safe. If you have any cuts, get your ____________ and cover the cut with a clean bandage. Sometimes there are aftershocks after an earthquake.

J. Read the completed leaflet from Activity I.

K. Answer the questions.

1 What can happen at any time?
2 Why should you keep a torch?
3 What should you have for your torch?
4 What should you do if you are in a building during an earthquake?
5 Why should you keep a first-aid kit?

A. Look, listen and say.

The river is rising.

The river flooded the field.

The wind is blowing the roof away.

The workers are repairing the bridge.

B. Read the sentences. Number them in the correct order from 1 to 4.

_____ The workers are repairing the huts and the fields.
_____ The river is rising and the wind is blowing.
_____ The storm starts.
_____ The wind is blowing the roofs away and the river is flooding the fields.

C. Rewrite the sentences in Activity B in the past tense and in the correct order.

____

____

____

D. Look, listen and read.

Cyclone Aila

Babul and his family live on the island of Dublar Char. Life is good for the family now, but that wasn't true after Cyclone Aila. Babul doesn't remember Cyclone Aila, but his parents often talk about that terrible night in 2009.

Babul's father had a grocery shop and his mother worked in a fish farm. They had a small house that they shared with Babul's grandparents. Babul was just a baby, but his sister Nipa was six years old.

Babul's father told him what happened that day. There was light rain in the morning on 25 May. In the afternoon, the wind started to blow and people began to run for their homes. Babul's father closed his shop and his mother came home. His grandparents checked the family's emergency kit. Their torch was working and they had extra batteries. They put the torch, batteries and first aid kit in plastic box.

By the evening, the river was rising. The winds of Cyclone Aila shook the walls of the house as if there was an earthquake. Everyone was afraid. Nipa began to cry. Suddenly, there was an awful noise and the family's roof blew away! The sky was dark, but the family could see trees flying over their heads. Grandmother still says she saw fish flying through the sky.

The next day was awful. Babul's family couldn't stop crying. Nipa and grandfather were missing. Babul's father went out to look for them. He found Nipa in a field. She was holding onto a tree and she was covered in mud. She could not remember anything. He took Nipa at home and began looking for his father. He looked in the fields, the buildings and in the trees. Many people in Bangladesh were missing after Cyclone Aila, and Babul's grandfather was one of them. The family never found him.

After Cyclone Aila, people worked together. Nipa's school became the shelter for the survivors. Babul and his family went to live in the school. The government of Bangladesh and workers from NGOs came to help, but things were very hard. There wasn't enough safe drinking water or food, so many people became ill. In time, people repaired their homes and rebuilt their villages and bridges. They planted new trees and new crops in their fields. Babul feels happy when he looks at the trees and his sister Nipa, but he feels sad about his grandfather. His grandmother says, "Don't be sad, Babul. Grandfather wanted us to live for the future."

E. Read about Cyclone Aila again. Complete the sentences.

1 Cyclone Aila happened in ...
a. March 2008. b. May 2008.
c. March 2009. d. May 2009.

2 Babul's mother worked ...
a. at home. b. in a fish farm.
c. in a grocery shop. d. in a school.

3 ... checked the family's emergency kit.
a. Babul b. Nipa
c. Babul's grandparents d. Babul's parents

4 The river began to rise ...
a. in the morning b. at noon.
c. in the afternoon d. in the evening

5 Father found ... in a field.
a. Nipa b. Babul c. grandfather d. grandmother

6 ... was never found.
a. Nipa b. Babul c. Grandfather d. Grandmother

7 The survivors of Cyclone Aila stayed ...
a. at home. b. in a fish farm.
c. in a grocery shop. d. in a school.

8 People became ill because ...
a. they didn't have safe drinking water or food.
b. they weren't living in their homes.
c. the fish farm was closed.
d. the doctors couldn't help them.

A. Listen and read.

What sound does a frog make? Croak, croak! It isn't a beautiful sound. But, a long time ago, frogs had beautiful voices. They could sing more beautiful than the birds. This all changed because of one frog named Bluster.

Bluster had the most beautiful voice of all the animals. When he sang, all the other animals came to hear him. They enjoyed listening to him. "Please teach us how to sing!" the animals asked. But Bluster always answered in the same way. "No, no. My voice is mine. I can not share it," he said.

One morning, Moxie the rabbit and Pluck the lizard talked to the fox and the rat. "Bluster has such a big, beautiful voice. Surely, he can share it with us," said Moxie. They agreed. Bluster should share his voice with them. It was such a big voice. Each animal could have just a small piece of it. Bluster could share his voice with each animal.

The animals talked and talked late into the afternoon. They made a plan to take Bluster's voice. They decided not to tell the birds. But, they didn't have to tell them! The birds were sitting in the tree and they heard the animals' plan.

At midnight, Pluck and Moxie quietly went to Bluster's home. Bluster was sleeping in his bed, and without making a sound, they took his voice! They put it into a glass jar.

Pluck and Moxie took the glass jar outside. The other animals were waiting. "Oh, give me my piece!" said the fox. "I want my piece!" said the rat. Suddenly, the jar fell to the ground and it broke. Bluster's voice and the jar were now in a hundred little pieces.

"Oh, no!" cried Moxie. The animals searched, but they couldn't find any of the pieces. It was too dark and the pieces were too small. "What are we going to do?" asked Pluck. "We will come back in the morning," said Moxie. And, all the animals went home without a piece of Bluster's beautiful voice. They were all very tired from looking for the voice, so they went to sleep.

In the morning, as the sun came up, the birds went out to have their breakfast. With their good eyes, the birds saw the little pieces of the beautiful voice on the ground. They carefully picked up the pieces. They didn't leave one piece of the beautiful voice behind.

That afternoon, the animals finally woke up. They ran to get the pieces of Bluster's voice, but all they found there was broken glass. They searched and searched, but there were no pieces of the voice. Then, suddenly, they heard a beautiful song coming from the trees. Bluster's voice was coming from the trees. They looked up and saw the birds singing!

And to this day, the birds sing with Bluster's beautiful voice, and Bluster, and all the other frogs, can only say croak... croak.

B. Read the story again. Complete the sentences.

1 The animals wanted the frog to share ...
a. his food. b. his home.
c. his money. d. his voice.

2 The animals met to make a plan to ...
a. take Bluster's voice. b. teach the birds to sing.
c. have a party for Bluster. d. get food for the birds.

3 The jar broke because ...
a. it wasn't a good jar. b. the animals weren't careful.
c. Bluster's voice was too big. d. the birds took the jar.

4 ... got Bluster's voice at the end of the story.
a. The other frogs b. The other animals
c. The birds d. No one

C. Groupwork. Answer the questions.

1 How do you feel about Bluster? How do you feel about the other animals? Why?
2 Do you think this is a true story? Why, or why not?

D. Underline the sentences in the story that use quotation marks. Underline the sentences that use commas.

E. Answer the questions in your exercise book.

1 What was your favourite story in the book?
2 What did you enjoy learning about in English class this year?
3 What do you want to learn about in English class next year?

Vocabulary

A a

across
acting
action
active
actor
address
advice
afraid
after
afternoon
again
agree
almost
amazing
angry
animal
another
answer
application
area
arm
around
arrive
article
asleep
athlete
attention
attentively
awful

B b

back
bad
bake
banana
bank
banker
beach
bean
beautiful
because
bed
before
begin
behind
believe
below
bend
beside
better
big
biggest
bird
birthday
blind
blow
blow out
blue
body
bone
book
bookshop
born
borrow
bottom
bread
breakfast
bridge
bring
broke
brother
brown
bus
bus driver
business
butterfly

C c

cake
calendar
call
camp
candle
carefully
carelessly
carrot
carry
cart
cartoon
cat
celebrate
check
chicken
chill
chip
chocolate
choice
city
clap
classmate
classroom
clean
clever
clock
close
cloth
club
cold
college
colour
colorful
come
competition

connected
continue
conversation
cook
coral
corner
cough
country
cousin
cover
cow
cricket
crop
cross
cruise
cry
cucumber
cup
curd
cycling
cyclone

D d

dairy
dark
date
day
delicious
department
destroy
different
dinner
direction
disaster
dish
district
doctor
document
dog
door
down
draw
dressmaker
dried food
drink

E e

early
earthquake
easily
eat
egg
electricity
emergency
energy
enjoy
enough
especially
evening
everyday
exciting
exercise
exhibit
experience
eye

F f

factory
fairgrounds
family
famous
fan
fantastic
farm
fashion
faster
fastest
fat
father
favourite
feel
feeling
fever
field
field trip
fight
film actor
fine
finger
finish
finish line
fire
firefighter
first aid kit
fish
fit
flood
floor
flow
flower
flue
food
football
forest
fort
forward
free
free time
freedom fighter
Friday
friend
fries
frightened
frog
fruit
fruit seller
fun
funny
furious
future

G g
gallery
game
gather
gentleman
gibbon
gift
girl
give
glass
glue
go
good
grain
grandmother
grandparents
grape
great
grocery shop
ground
guide

H h
hand
hanger
happen
happy
hard
hare
hat
hay
head
headache
headquarters
health
healthy
hear
hedge
help
hen
hill
history
holiday
home
home district
homework
hospital
host
hot
hour
housewife
hungry
hut

I i
ice-cream
idea
ill
important
improve
in front of
Independence Day
information
inside
intellectual
interesting
internet
introduction
island

J j
jar
jeep
job
join
journey
juice
jump

K k
Kabadi
keep
kind
kitchen
knee
know

L l
land
landlord
language
last
later
laugh
launch
leader
leaflet
learner
leave
left
leisure
lend
lentil
let's chat
letter
lettuce
Liberation War
library
light
like
lion
listen
literature
little
lizard
load
look
loudly
love

M m

magazine
make
man
married
martyr
math
measure
meat
medicine
meet
melt
midday
midnight
milk
mind
minute
Monday
money
month
morning
mother language
mouth
mud
municipality
museum
music
myself

N n

name
nap
nation
National Anthem
natural disaster
near
nearby
need
neighbourhood
nest
new
newspaper
next to
nice
nickname
night
nod
noise
noodles
nose
notebook
now
number
nut

O o

o'clock
office
oil
only
open
opposite
orange
outside

P p

paint
painter
painting
panic
parents
park
pavement
pen
people
person
phone
photograph
pick up
picture
pineapple
place
play
please
pleasure
poem
poet
poetry
politely
popular
post office
potato
practice
pray
prefer
prepare
president
problem
put

Q q

quick
quickly
quiet
quietly

R r

rabbit
race
rain
rainbow
rare
rat
rattle
read
rebuilt
recite
red
regularly
remember

repair
repeat
report
reporter
request
rest
return
rhythm
rice
ride
right
rise
river
river erosion
road
roof
rule
run
runny nose

S s

safe
safely
safety
sailing
sandwich
Saturday
school
science
scissor
script
sea
sea truck
search
second
see you
sell
sew
shape
share
shelter
shirt
shoe
shop
show
sign
signature
silent
similar
sing
singer
sit
sit down
sky
sleep
slow
slowest
slowly
smell
smile
smoke
sneezing
soft drink
someone
sometimes
song
soon
sore throat
sorry
sound
speak
special
specific
spell
spend
sport
spot
spring
start
station
stay
steadily
steady
stomach ache
storm
story
straight
strange
strawberry
stream
street
string
strong
student
study
suddenly
summer
sun
Sunday
sure
surely
surprise
survivors
sweets
swimming

T t

talk
talkative
tea
tea garden
teach
teacher
teeth
temple
tent
terrible
thank you

that
think
this
Thursday
tie
tiger
time
title
today
together
tomato
tomorrow
torch
tortoise
touch
tourist
town
toy
train
travel
treasure
tree
trip
true
try
tsunami
Tuesday
turn
turtle

U u

under
understand
up
useful

V v

van
vegetables
Victory Day
village
vine
visit
visually impaired
voice
volleyball
volunteer

W w

walk
warm
warmly
wash
watch
water
waterfall
weather
Wednesday
week
weekend
weightlifting
welcome
while
wildlife
win
wind
window
women
wonderful
workers
wrapped
write
writer

X x

Y y

yard
year
yellow
yesterday
young

Z z

zoo

The End

Academic Year 2025, Ibtedaie Class Five−English

Slow but steady wins the race.

National Curriculum and Textbook Board, Bangladesh